

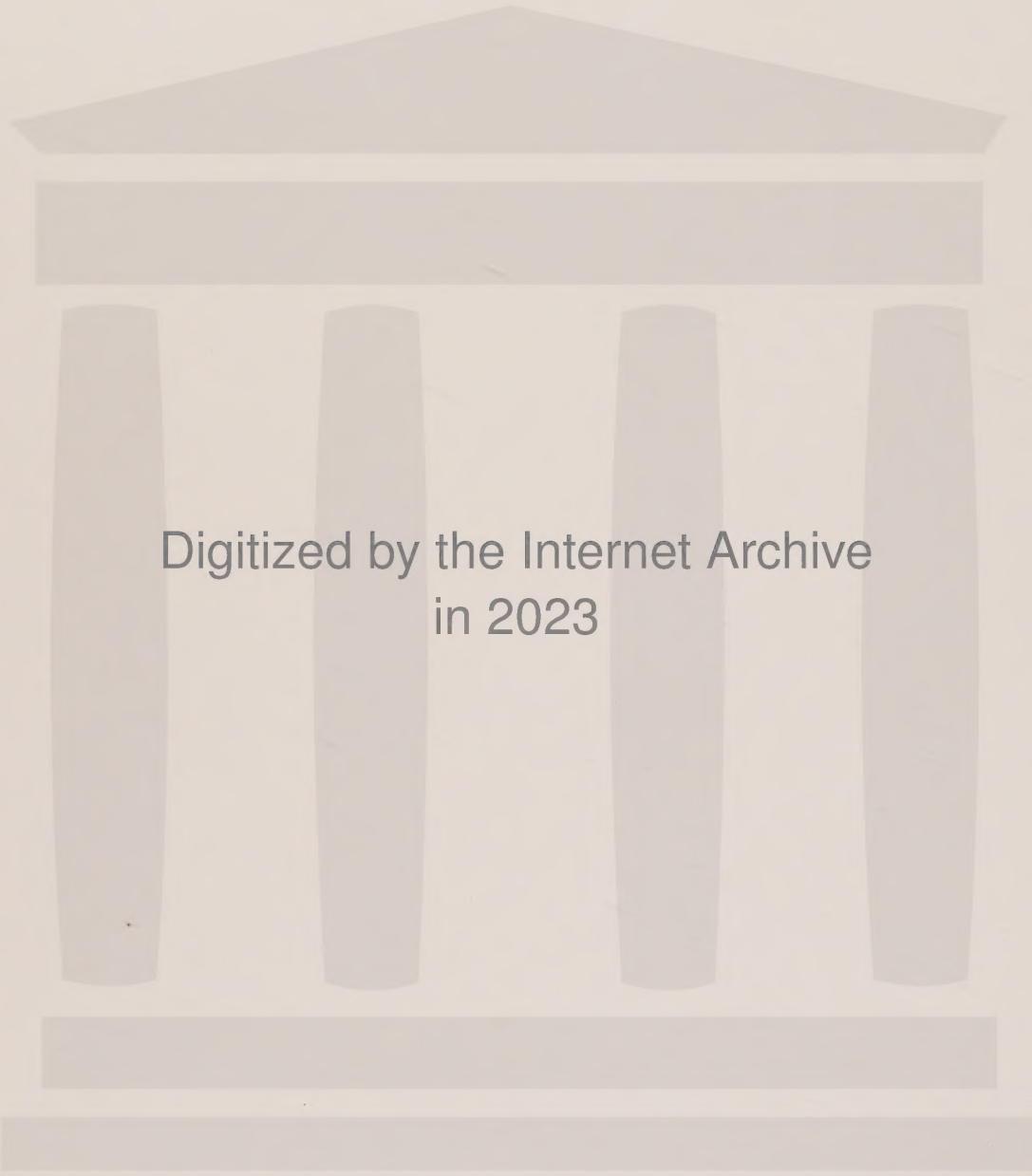


Solve Conflicts Peaceably



BINGO GAME
&
ACTIVITY BOOK

Written by
Arden Martenz & Ken Smith



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S.C.P.

SOLVE CONFLICTS PEACEABLY BINGO

**A PROGRAM FOR GRADES 1-3
FOR TEACHING THE SKILLS OF CONFLICT RESOLUTION**

BY

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&
ARDEN MARTENZ**

**ILLUSTRATED BY
PAT ACHILLES**

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LEADER'S GUIDE

INTRODUCTION



S.C.P. **Solve Conflicts Peaceably** is a program that combines the familiar game of Bingo with accompanying worksheets and activities to teach primary-grade students information about and ways of peaceably resolving conflicts. The program can be presented in different ways. It can be used as:

- a sequential small-group counseling or classroom-guidance program divided into as many sessions as the leader desires. In this booklet, the program is laid out in six sessions, using two of the twelve concepts in each session. However, this is only an example. Leaders may set the program up in whatever way best suits their needs.
- a supplement to an existing program. Use the concepts presented here as reinforcement for concepts being presented in another form.
- incidental lessons to be taught when specific needs arise.

The format of *S.C.P.* is to first acquaint the students with all of the concepts being presented through the playing of a Bingo game. Next, certain concepts are reinforced through the use of accompanying worksheets and suggested activities. Instructions for presenting these worksheets and activities are found on pages 5 - 17.

The *S.C.P. (Solve Conflicts Peaceably)* program includes:

- 30 *S.C.P. Bingo Game Boards* (yellow), which should be laminated for durability.
- 3 *S.C.P. Calling Cards* (blue), which should be cut apart and laminated for durability.
- 1 reproducible *S.C.P. Calling Card Tally Sheet* (white).
- *Leader's Guide*, which includes instructions for use and reproducible activity sheets.

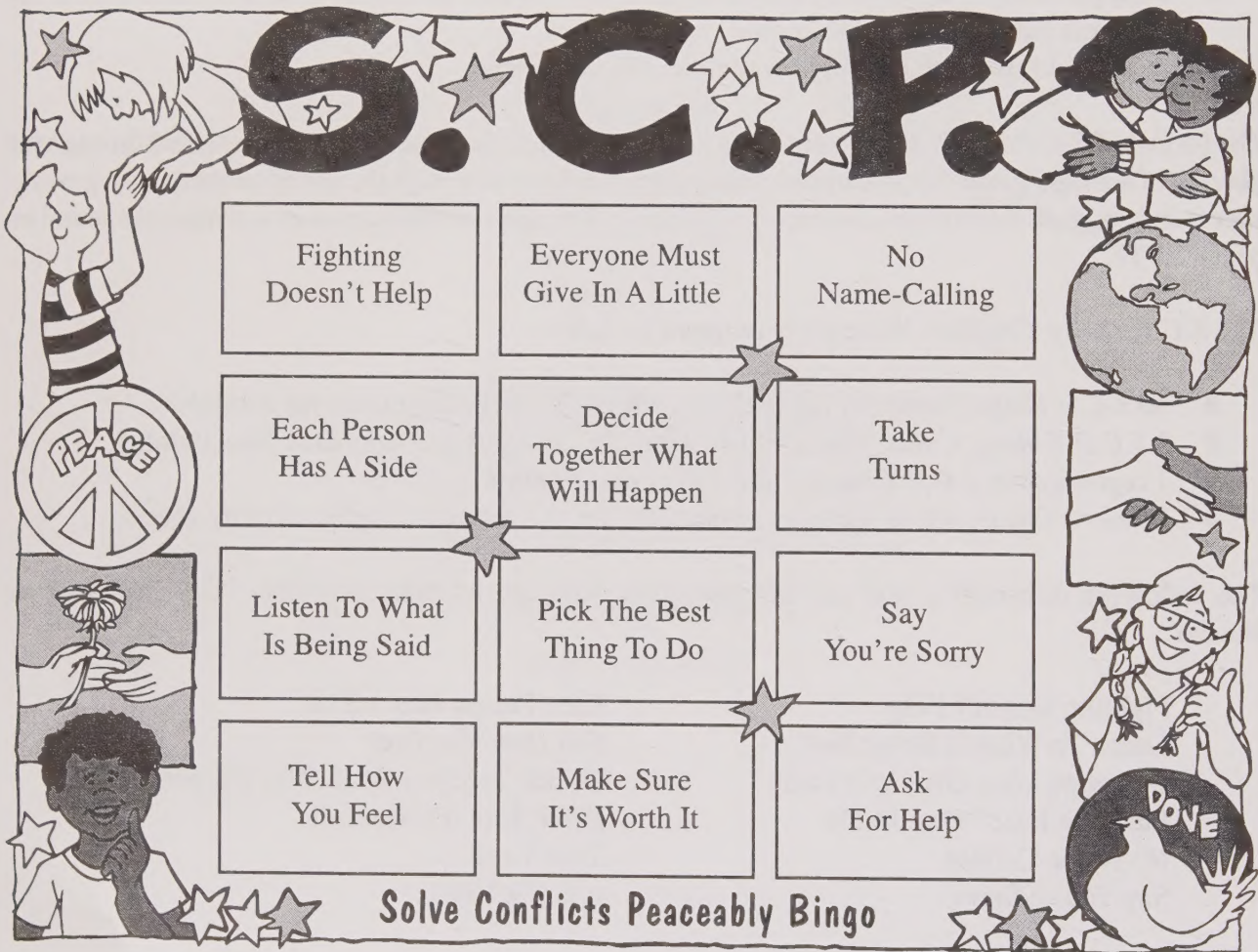
The following information and conflict resolution skills are introduced on the *S.C.P. Bingo Game Boards*:

Fighting Doesn't Help
Listen To What Is Being Said
Everyone Must Give In A Little
Pick The Best Thing To Do
No Name-Calling
Say You're Sorry

Each Person Has A Side
Tell How You Feel
Decide Together What Will Happen
Make Sure It's Worth It
Take Turns
Ask For Help

How To PLAY S.C.P. BINGO

Give each student an *S.C.P. Bingo Game Board* and markers. The markers can be poker chips, something edible, or pieces of paper. Begin the game by drawing an *S.C.P. Calling Card* and reading aloud the letter *S*, *C*, or *P* and the concept. Tell the students that in order for them to cover a space on the card, the space must match both the letter and the concept called. As calling cards are read, mark them off on the *S.C.P. Calling Card Tally Sheet*. This will give the leader an easy reference for checking cards when *S.C.P. Bingo* is called. Tell the students that the game will end when one or more students have covered all of the spaces on their boards and called out "S.C.P. Bingo!"



SESSION 1

FIGHTING DOESN'T HELP



FIGHTING DOESN'T HELP

Materials Needed:

- S.C.P. Bingo Cards, calling cards, and markers
- A copy of *Fighting Doesn't Help* (page 18) and crayons for each student
- A copy of *Fighting Doesn't Help* (page 18) for the leader

Leader's Instructions:

Give each student a bingo card and markers. Explain how the game will be played (see page 4). After completing the bingo game, give each student a copy of the *Fighting Doesn't Help* activity page and crayons. Tell the students to think of a friend or other person they really like. Have them complete the picture as a likeness of that person. While the students are drawing their pictures, draw a similar picture on the extra activity sheet. This drawing will be used for a demonstration later in the lesson. Then ask the following questions. Be sure to allow enough time for answers.

- Do friends get into fights? (*Yes.*)
- What happens when friends fight? (*They call names, pout, hit, yell, kick, and any other acceptable answers.*)
- When friends get into fights, do they usually make up? (*Yes.*)
- Why do friends make up? (*They really like each other and other acceptable answers.*)

Say to the students:

- Fighting doesn't solve problems. It just makes them bigger. The longer the fight goes on, the bigger the problem becomes. The bigger the problem becomes, the harder it is to solve.
- Look at your drawing. Pretend that the person in the picture is a friend with whom you are having an argument about who was first in the ice cream line. Remember that whenever you have an argument, you have two choices. You can either try to work through the problem peaceably or you can fight about it.

Hold the demonstration drawing of a friend up so the students can see it. Say to the students:

- When people want to be friends, they may not always agree with each other, but they try to get along. Sometimes you choose *not* to get along. Instead, you fight. Remember that fighting doesn't have to be hitting or kicking. Fighting can also be arguing, yelling, or name-calling. When you argue or fight instead of working things out peaceably, you are not working together.

Tear your paper in half. Tell the students to tear their papers in half. Say to the students:

- ▶ This is what happens when you argue or fight. Instead of working together as one person, you are each going your separate ways.

Then ask the students:

- ▶ Is the fight settled? (*No.*)
- ▶ In order to be friends again, they have to agree or they have to become like a whole piece of paper. Is it going to be more difficult to put the friendship back together now that they have gone their separate ways? (*Yes, because it is always more difficult to repair something, like the torn pieces of paper, than to never have broken it in the first place.*)

Say to the students:

- ▶ Since the argument has not been settled, you again have two choices. You can settle the argument peaceably or you can choose to continue arguing. Let's pretend you choose to continue arguing.

Now tear both pieces of paper in half and tell the students to do the same. Ask the last two questions again. Repeat this procedure of telling the students that the argument has not been settled and have them continue tearing all of the papers in half. Do this four times and repeat the questions every time. When the exercise is finished, each student will have a pile of torn papers in front of him/her. By this time, the students will realize that their choice to fight has made the problem worse. Then tell the students to place all of the pieces of paper in front of them on their desks. Explain that in order to restore their friendship they must put all the pieces back together.

Closure:

Ask the students:

- ▶ What does the game show us? (*The more we fight and argue, the harder it is to get back together.*)
- ▶ Why did we play this game? (*To show how arguing and fighting can ruin a friendship.*)
- ▶ How can problems be solved more easily? (*By working together and not arguing and fighting.*)

EACH PERSON HAS A SIDE

Materials Needed:

- ▶ A copy of *Each Person Has A Side* (page 19) and a pencil for each student
- ▶ Chalkboard and chalk

Leader's Instructions:

Give each student a copy of the *Each Person Has A Side* activity page. Have the students work separately or in groups and, during a specified amount of time, come to a conclusion as to what is going on in the picture. Explain that there are no right or wrong answers. When the allotted time is up, have the

students share their interpretations with the entire group. Tell the students that they should not comment about whether they agree or disagree with the speaker. They are only to listen.

Say to the students:

- ▶ Before any problem can be solved peaceably, you must realize that each person has a side. You have a side. So does the other person. In order to understand how someone feels, you must hear the other person's side of the situation and he/she must hear your side. When both parties tell their side of the story, they often find that they have told different versions of the same situation, just as many of you had different versions of what was happening in the picture. It is not important whether or not you agree with each other. What is important is that you believe that each person has a right to his/her own opinion. This is very important. Conflicts cannot be solved peaceably until each person is willing to listen to the other.

Supplementary Activity: Have the students name some conflicts that take place with their peers. Write their answers on the chalkboard. Divide the students into pairs and have them role-play different sides of each conflict situation.

Closure:

Ask the students:

- ▶ What must we do to understand how someone feels? (*Listen to what the person is saying.*)

Thank the students for their participation. Tell them the next session will be on listening and speaking.

SESSION 2

LISTEN AND TALK

♥ ♥ ♥

LISTEN TO WHAT IS BEING SAID

Materials Needed:

- ▶ *S.C.P. Bingo Cards*, calling cards, and markers
- ▶ Chalkboard and chalk

Leader's Instructions:

Give each student a bingo card and markers. Explain how the game will be played (see page 4). After completing the bingo game, choose whether to have the students form groups of two, three, or four children or work separately.

Say to the students:

- In order to understand another person's side of a situation, you must listen carefully to what is being said. Now you are going to hear some information. Listen carefully, because you will be asked to answer a question about what you have heard. (*If the students are working in groups, tell them that they will be able to work together to decide on the answer to the question.*) Say:

I met a boy on his way to school. He said that he has three friends and each friend has a sister. One of the sisters has a girl friend who has a brother. How many children did I meet on my way to school?

Write the students' answers on the chalkboard. Then read the information again and give the students the correct answer. The answer is *one*. The boy was the only one I met on my way to school.

Explain that listening carefully to information is the way to understand what is being said. That is especially important during an argument.

Supplementary Activity: The game *Whisper Down The Lane* is a good activity to reinforce listening skills. Tell the students to line up. Have the first student in line think of a sentence. Then have him/her whisper the sentence to the next person in line. That person, in turn, whispers the sentence to the next person. This continues until the last person has heard the sentence. The last person then says the sentence aloud. In most cases, the sentence will be different from the one first spoken. This gives the leader an opportunity to discuss how *not* listening carefully can cause people to misinterpret or misunderstand what is being said.

Closure:

Ask the students:

- What should we do to understand what is being said? (*Speak clearly and listen carefully.*)

TELL HOW YOU FEEL

Materials Needed:

- A copy of *Tell How You Feel* (page 20) and a pencil for each student
- Chalkboard and chalk

Leader's Instructions:

Say to the students:

- Whenever something happens to you, you experience *feelings*. Feelings are reactions to situations. Sometimes you will have good feelings. At other times you will have bad feelings.

Write the words *happy* and *sad* on the chalkboard. Then say to the students:

- ▶ *Happy* is a good feeling. *Sad* is a bad feeling. Can you name some other feelings and tell whether they are good or bad?

As the students mention feelings, write the words in the appropriate column as dictated by the students. Give each student a copy of the *Tell How You Feel* activity sheet and a pencil. Tell the students:

- ▶ Different situations make you feel different ways. It is important to recognize how certain situations make you feel so that you can understand how others feel when they are in similar situations.

Have the students complete the sentences by writing, on the blank line, a description of how they would feel. When the students have finished, allow those who wish to do so to share their answers with the group. (*Note: For younger students, or those unable to read, read each sentence aloud and have the students respond by drawing either a happy or sad face on the blank line.*)

Supplementary Activity: Have the students role-play the feelings they have written on the blank lines. Tell them to read their sentence and show how each feeling they have written would make them look and act.

Closure:

Ask the students:

- ▶ Does everyone feel the same about a situation? (*No.*)
- ▶ Why is this so? (*People are different and they feel differently about things and situations.*)

Thank the students for their participation. Tell them the next session will be on cooperation.

SESSION 3 **COOPERATE**



EVERYONE MUST GIVE IN A LITTLE

Materials Needed:

- ▶ *S.C.P. Bingo Cards*, calling cards, and markers
- ▶ 76 pieces of construction paper cut into 2" x 4" strips or 76 – 2" x 4" pressure sensitive labels
- ▶ Large piece of posterboard
- ▶ Glue (if using construction paper)
- ▶ Crayons or markers for each student
- ▶ Chalkboard and chalk

Leader's Instructions:

Note: If using construction paper, cut the sheets into 76 pieces before beginning the activity. Each of the pieces should measure 2" x 4." Each piece of construction paper or pressure sensitive label represents one of the letters used in the poster that the students will make. You will also need a large piece of posterboard and some glue. (Note: If blank pressure-sensitive labels are available, they can be used instead of construction paper. If you use pressure-sensitive labels, you will not need glue.)

Give each student a bingo card and markers. Explain how the game will be played (see page 4). After completing the bingo game, write the word *compromise* on the chalkboard. Then say to the students:

- One way to solve an argument is by compromise. *Compromise* means that each side must give in a little in order to solve a problem peaceably. Whenever a problem is to be solved peaceably, certain steps need to be followed. Some people may not know what the problem-solving steps are. Some people may have forgotten what the steps are. In order for the class to remember the problem-solving steps, each of you will give a little of your time to make a poster that will remind everyone of what to do when there is a problem.

Give crayons or markers to each student. Then divide the 76 pieces of construction paper or pressure-sensitive labels as evenly as possible among the students. Assign the students letters to draw on their construction paper or labels. A *Problem-Solving Steps* poster will require the following letters in the quantity specified after each dash: A-2, B-2, C-2, D-1, E-11, G-2, H-6, I-4, K-1, L-4, M-2, N-2, O-8, P-4, R-6, S-6, T-7, V-3, and W-3. (Note: If you are placing the numbers on the posterboard, you will need 80 pieces of paper or labels and you will need to add 1, 2, 3, and 4 to the list.)

When the students have finished, call them up one at a time by calling for the letters needed to write the words for the poster. For example, the poster title is *Problem-Solving Steps*. The first letter called for would be *P*, the second *R*, the third *O*, etc. As the letters are brought forward, affix them to the poster board with glue or by pressing them down. The finished posterboard will read as follows:

PROBLEM-SOLVING STEPS

1. WHAT IS THE PROBLEM?
2. WHO IS INVOLVED?
3. RESPECT EACH OTHER
4. WORK TOGETHER

Display the poster in the classroom. Go over the *Problem-Solving Steps* and explain their meaning. Encourage the students to refer to the poster whenever they need to solve a problem. Thank the students for their participation in the activity. Tell them that because each of them gave a little, they were able to solve the problem of how to create the poster.

Supplementary Activity: Have the students name several conflict situations. Write these situations on the chalkboard. Divide the students into pairs. Assign one of the conflict situations to each pair of students. Tell the pairs to use the problem-solving steps to work out the conflict. Remind them that in

order to complete *Step 4 - Work Together*, each of them must compromise by giving in a little. When they have finished, have each of the pairs tell how they resolved their conflict.

Closure:

Ask the students:

- ▶ What does it mean to compromise? (*Each person is willing to give in a little.*)
- ▶ Why is it important to know and use the Problem-Solving Steps? (*By using the Problem-Solving Steps, arguing and fighting can be avoided and conflicts can be resolved peaceably.*)

DECIDE TOGETHER WHAT WILL HAPPEN

Materials Needed:

- ▶ A copy of *Decide Together What Will Happen* (page 21) and a pencil for each pair of students

Leader's Instructions:

Have the students form pairs. Give each pair of students a copy of the *Decide Together What Will Happen* activity sheet and a pencil. Then say to the students:

- ▶ It is important to work together in order to solve problems. Look at the activity page. On it you see pictures of five people (a boy, a girl, a teacher, a parent, and a clown) and five places to go (a circus, a house, a playground, a school, and a store). Work with your partner to decide which person will go to which place. When you have agreed on a decision, draw a line from the person to the place. There are no wrong answers. The right answer is the one you and your partner agree upon.

When the students have completed the activity sheet, have them share their decisions with the class. Have the students talk about whether they had any trouble agreeing with their partners on decisions. Tell the students that in order to resolve a problem, all parties must work together to decide what will happen.

Closure:

Ask the students:

- ▶ What did you like about working with your partner? (*Accept any reasonable answers.*)
- ▶ How does working together help our classroom? (*Everyone gets along better and there are less conflicts.*)

Thank the students for their participation. Tell them the next session will be about making good decisions.

SESSION 4

DECIDE WHAT TO DO

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PICK THE BEST THING TO DO

Materials Needed:

- ▶ *S.C.P. Bingo Cards*, calling cards, and markers
- ▶ A copy of *Pick The Best Thing To Do* (page 22) and a pencil for each student
- ▶ Optional — A copy of *Take The Best Path* (page 23) and a pencil for each student

Leader's Instructions:

Give each student a bingo card and markers. Explain how the game will be played (see page 4). After completing the bingo game, give each student the *Pick The Best Thing To Do* activity sheet and a pencil. Then say to the students:

- ▶ Whenever a conflict situation arises, you have choices to make about how to react. Different conflict situations are described on the activity sheet. Each conflict situation is followed by three reaction choices. Read each situation and circle the reaction you feel is best.

When the students have finished, discuss each situation and have them tell the pros and cons of each choice. (*Note:* For students who are unable to read, the leader should read each situation and the choices aloud and discuss as a group which choice would be best.)

Supplementary Activity: Give each student a copy of the activity sheet *Take the Best Path* (page 23) and a pencil. Then say to the students:

- ▶ Before you decide how to handle a conflict, you must pick the best thing to do. You want to pick the way that will resolve the conflict. Look at the maze on your activity sheet. The maze starts at the conflict situation and offers three different paths to take. Use your pencil and follow each path to see where it leads.

When the students have finished, ask them to tell which paths were not worth taking. Discuss why the paths were not worth taking. Continue the discussion until the students realize that some of the paths led to a continuation of the conflict, not a solution.

Closure:

Ask the students:

- ▶ In conflict situations, why is it important to think before you act? (*So you will make the best decision.*)

- ▶ What might happen if you do not think before you act? (*You might make the situation worse.*)

Remind the students to take the path that will lead to a solution to the conflict and to avoid paths that will only continue the conflict.

MAKE SURE IT'S WORTH IT

Materials Needed:

- ▶ Chalkboard and chalk

Leader's Instructions:

Go to the chalkboard and write the following phrases in a column:

Tore my jacket at recess
Butted into line
Took a pencil out of my desk
Told the teacher I did something that I didn't do
Took the ball I was playing with

Then say to the students:

- ▶ Before becoming involved in a conflict situation, you must decide whether or not it is worth it for you to get involved. Some things that happen are just not worth the bother. It is better to overlook them.

Read the situations listed on the chalkboard. Then, have the students decide whether or not they are worth getting into a conflict over.

Have the students form pairs. Say to the students:

- ▶ Think of different situations that could cause a conflict. Then, take turns naming the situations to your partner. When you name a situation to your partner, he/she will tell you whether or not it is worth getting into a conflict over. When your partner describes a conflict situation to you, you will tell him/her whether or not it is worth getting into a conflict over.

When the allotted time is up, have the students share some of the conflict situations they named and whether or not the situations were worth getting into conflicts over. Write on the chalkboard the situations that the students would not get into conflicts over. When finished, review the list of situations that are not worth fighting about.

Closure:

Ask the students:

- Whose responsibility is it to decide whether or not a situation is worth a conflict? *(Each individual's responsibility.)*
- Who makes the choice whether or not to have a conflict? *(Each individual.)*

Thank the students for their participation. Tell them in the next two sessions they will learn ways to resolve conflicts.

SESSION 5 RESOLVING CONFLICTS I



NO NAME-CALLING

Materials Needed:

- *S.C.P. Bingo Cards*, calling cards, and markers
- Chalkboard and chalk

Leader's Instructions:

Give each student a bingo card and markers. Explain how the game will be played (see page 4). After completing the bingo game, give the students an example of a conflict, such as fighting, butting into line, not playing with someone, etc. Then say to the students:

- Name-calling is something you often hear one person do to another.

What names might you hear someone call someone else in this situation? Keep your answers clean. *(As the students give the names, write them on the chalkboard until a satisfactory number is reached.)*

How would you like being called one of these names? *(Allow time for answers.)*

Does calling someone a name solve the problem? *(Discuss this question, having the students explain reasons for their answers, until it is clear to the students that name-calling doesn't resolve the conflict and can actually make it worse.)*

Closure:

Ask the students to orally complete the following sentence stem:

- Instead of name-calling, I could _____ when I am angry.

TAKE TURNS

Materials Needed:

- A copy of *Take Turns* (page 24), crayons, and a pencil for each pair of students

Leader's Instructions:

Say to the students:

- Sometimes it is necessary to take turns in order to resolve a conflict. It can even be fun.

Have the students form pairs. Give each pair of students a copy of the activity sheet *Take Turns*, crayons, and a pencil. Then say to the students:

- You are going to take turns and work together to complete the picture. One of you will connect all the odd-numbered dots to the even-numbered dots. The other will connect all the even-numbered dots to all the odd-numbered dots. For example, the first student will draw a line from dot #1 to dot #2. Then the second student will draw a line from dot #2 to dot #3. Continue taking turns until the picture is completed. When you are finished, you will have a picture of two friends. Then, take turns coloring the picture. One student will color one part of the picture. Then the other student will color another part. Continue doing this until the entire picture has been colored.

When the pictures are completed, have the students share their work with the group and tell how they felt when they were taking turns.

Supplementary Activity: Have the students name some conflict situations that could be solved by taking turns. Then, have them tell different ways they could decide which person would go first and different things the other person could do while waiting for his/her turn.

Closure:

Ask the students:

- How does taking turns help resolve conflicts? (*Everyone gets a chance to participate. No one is left out.*)

Thank the students for their participation. Tell them the next session is the last and in it they will learn more ways to resolve conflicts peaceably.

SESSION 6

RESOLVING CONFLICTS II



SAY YOU'RE SORRY

Materials Needed:

- *S.C.P. Bingo Cards*, calling cards, and markers
- One wrong-doing (butting in line, name-calling, teasing, tattling, etc.) written on a 3" x 5" piece of paper for each student. (*Note: if desired, you may have the students write the wrong-doings on the papers at the beginning of the game.*)
- Optional—Cassette tape and player

Leader's Instructions:

Give each student a bingo card and markers. Explain how the game will be played (see page 4). After completing the bingo game, say to the students:

- It is important to say you are sorry when you feel bad about something you have done. When you say you are sorry, the person you've hurt will feel better. He/She will know that you did not mean to do what was done. When you say you're sorry, you must really mean it and not use the word to get out of taking responsibility for your behavior. For example: If you break another student's pencil, you may say you're sorry, but you still have to replace the pencil.

Have the students give some examples of saying they are sorry and still being responsible for their actions.

Play the *Say You're Sorry* game. Begin by giving each student a wrong-doing paper. Have the students form a circle. When the students are standing in a circle, have them pass the paper from one to another, going clockwise around the circle. When the signal to stop is given, the student holding the paper must turn to the person on his/her right and say: "I'm sorry for (WHATEVER IS WRITTEN ON THE PAPER). I will (RESPONSIBLE ACTION)."

The signal to stop can be given by turning music on and off or by having a student stand outside the circle, facing away from it, and randomly calling out *Stop!* Continue the game using the same paper or write another wrong-doing on a new piece.

Closure:

Ask the students:

- How important is it to apologize when you have done something wrong? (*Accept any reasonable answers.*)
- Why is it important to replace property that you have destroyed? (*Because you are responsible for your actions.*)

- ▶ How do you feel when someone apologizes to you? (*Accept any reasonable answers.*)

ASK FOR HELP

Materials Needed:

- ▶ A marker, piece of paper, and piece of tape for each student
- ▶ Chalkboard and chalk

Leader's Instructions:

Give each student a marker, a piece of paper, and a piece of tape. Then say to the students:

- ▶ Write a number between 1 and 20 on the piece of paper. Don't let anyone else see your number. It's a secret.

Have the students stand in a circle with their numbers and tape. When all of the students are in a circle, have them turn to the right. Each student is now facing the back of the student who is on his/her right. Have each student tape his/her number on the back of the person in front of him/her. Then say to the students:

- ▶ Figure out what number is taped on your back by asking other students questions. The questions you ask must be answered with either *yes* or *no*, and only two questions can be asked of any one student. After asking two questions, you must move on to another student.

When the game is over, say to the students:

- ▶ Sometimes it is necessary to ask for help. You should know that asking for help is not only OK, but that it can be the best way to get what you need.

Ask the students to think about conflict situations in which they might need to ask for help. Write their answers on the chalkboard. Talk about each conflict listed. Ask the students to name the different people they might ask for help and tell how those people might help them resolve the conflict.

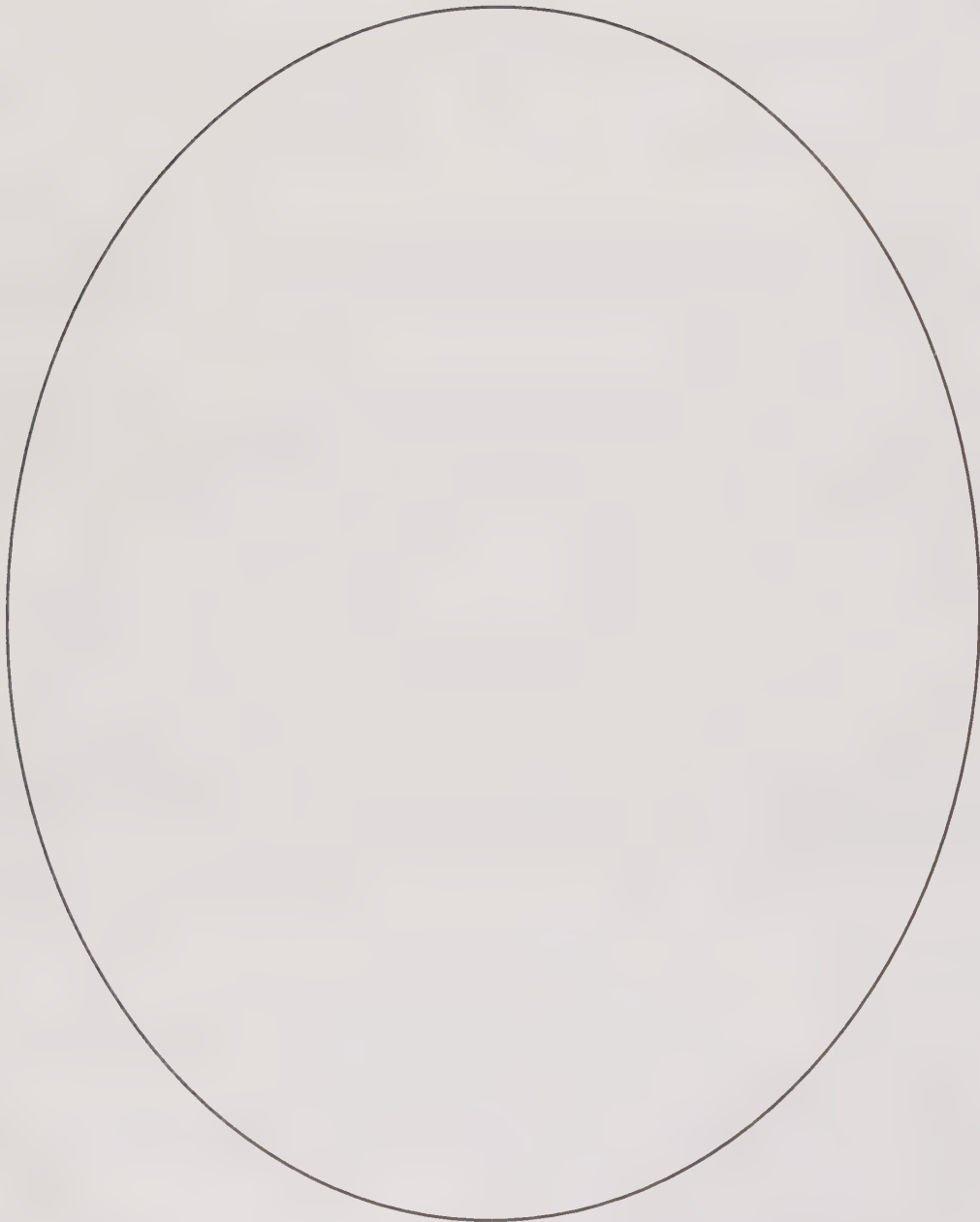
Closure:

Ask the students:

- ▶ In a conflict situation, if someone needed help and didn't ask for help, what might happen? (*The conflict might continue.*)
- ▶ What have you learned about solving conflicts peaceably during our sessions? (*Allow each student to contribute answers.*)

Thank the students for their participation in the sessions.

FIGHTING DOESN'T HELP



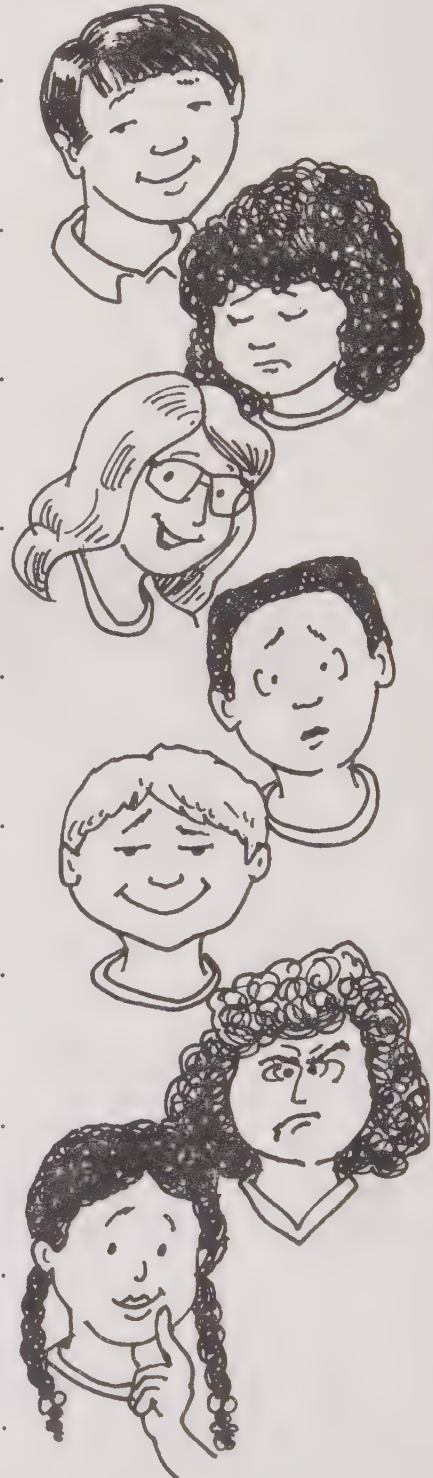
EACH PERSON HAS A SIDE



TELL HOW YOU FEEL

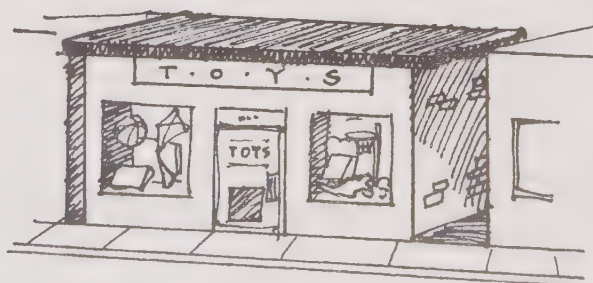
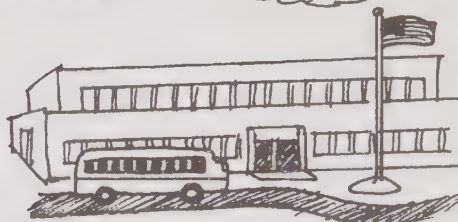
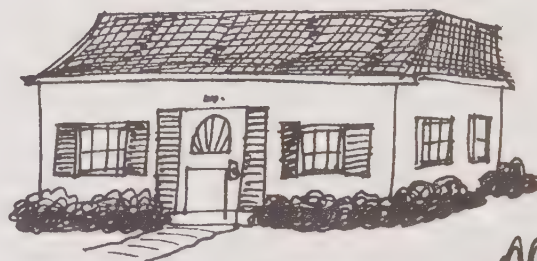
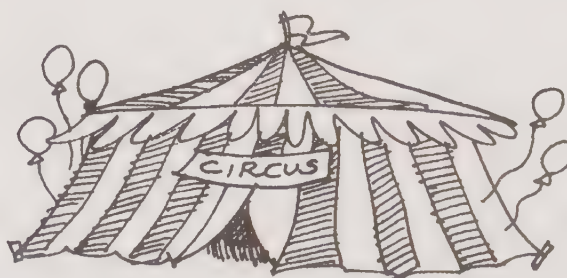
Read the sentences. Using the words written on the chalkboard or words of your own, write on the blank line how you would feel if what you read had happened to you.

1. When someone calls me names,
I feel _____.
2. When someone hurts me and then says he or she is sorry,
I feel _____.
3. When I don't get picked for a team,
I feel _____.
4. When I get asked to play a game,
I feel _____.
5. When someone pushes in front of me in line,
I feel _____.
6. When someone saves me a seat,
I feel _____.
7. When I get yelled at,
I feel _____.
8. When my parent says he or she loves me,
I feel _____.
9. When I haven't done my homework,
I feel _____.
10. When my teacher says I did a great job,
I feel _____.



DECIDE TOGETHER WHAT WILL HAPPEN

Look at the pictures below. There are pictures of five people and five places. Each person is going to go to a place. Work with your partner to decide which person will go to which place. There are no right answers or wrong answers. When you and your partner agree on an answer, draw a line from the person to the place he/she is going to.



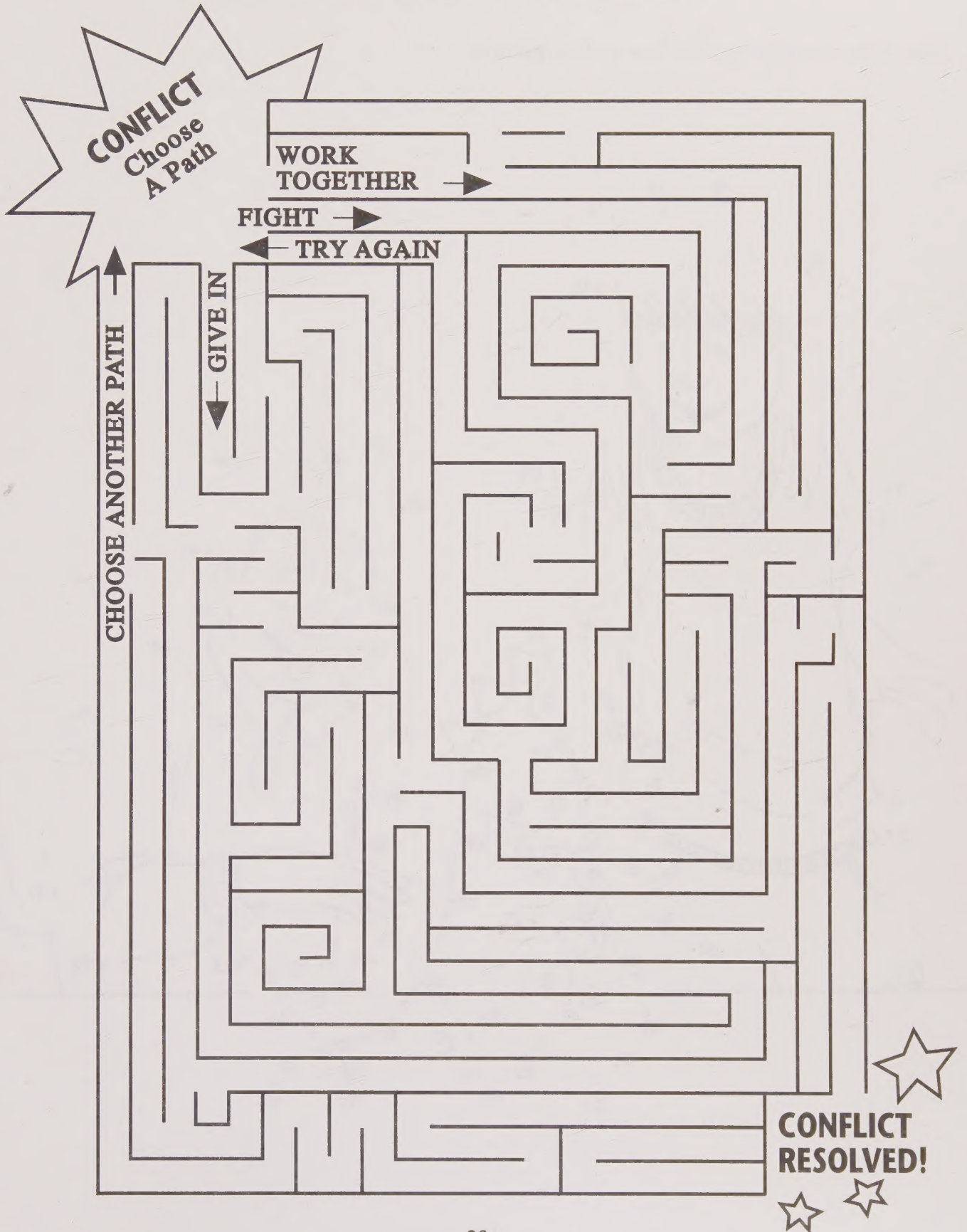
PICK THE BEST THING TO DO

Read the description of each conflict situation. Then read each choice that follows the description. Circle the choice you feel is best.

1. When I don't get asked to play a game, I should
 - a. start a fight.
 - b. ask if I can play.
 - c. run away and pout.
2. When I don't understand something the teacher has said, I should
 - a. raise my hand and ask for help.
 - b. say nothing.
 - c. ask another student what the teacher said.
3. When someone teases me, I should
 - a. start a fight.
 - b. ignore him/her.
 - c. tell him/her how I feel.
4. When I argue with my friend, I should
 - a. run away and pout.
 - b. work with my friend to solve the problem.
 - c. give in and agree with my friend.
5. When I say something that hurts my friend's feelings, I should
 - a. say nothing and hope he/she forgets about it.
 - b. say that I'm sorry.
 - c. tease my friend some more.
6. When my friend and I want to play with the same toy, I should
 - a. grab the toy and run.
 - b. give the toy to my friend.
 - c. take turns and share the toy with my friend.

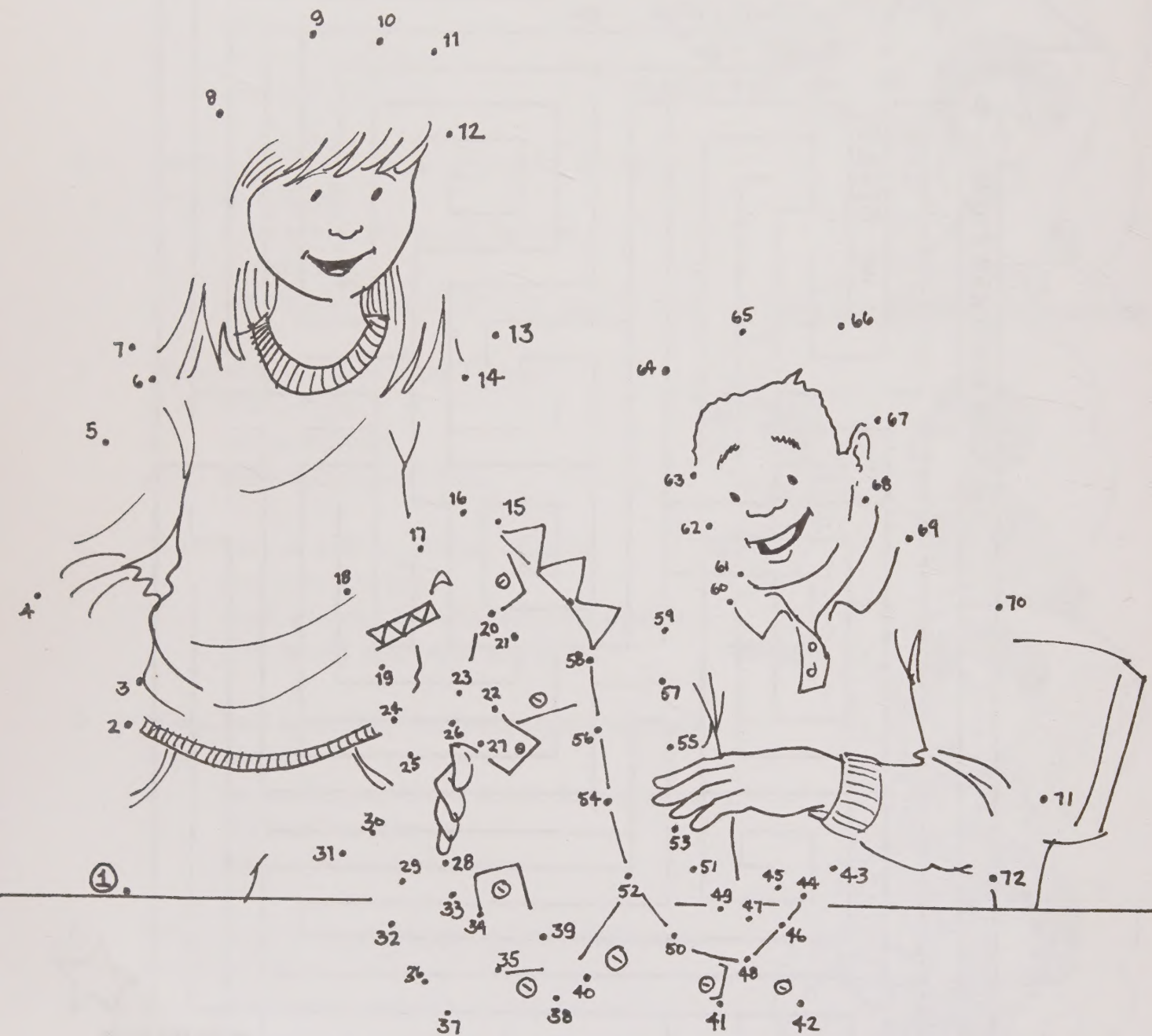


TAKE THE BEST PATH



TAKE TURNS

Take turns completing the Dot-to-Dot picture.



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